ESL-1540: ENGLISH AS A SECOND LANGUAGE: ACCELERATED READING II

Cuyahoga Community College

Viewing: ESL-1540 : English as a Second Language: Accelerated Reading II

Board of Trustees:
2016-06-23

Academic Term:
2016-08-22

Subject Code
ESL - English As A Second Language

Course Number:
1540

Title:
English as a Second Language: Accelerated Reading II

Catalog Description:
Accelerated English for non-native speakers. Intermediate to high intermediate and advanced reading and ESL writing. Reading Skills and strategies to prepare students for academic courses with an emphasis on increased comprehension in reading skills.

Credit Hour(s):
3

Lecture Hour(s):
2

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
ESL departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available at http://access.blackboard.com.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Analyze advanced reading-level literature.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):
1. Identify the main ideas and supporting details within advanced readings.
2. Distinguish between facts and opinion and evaluate their relevance to the main idea.
3. Make inferences using the context of the reading along with personal knowledge and experience.
4. Identify authors' purpose, tone, and bias.
5. Use context clues to determine meanings of new words.
6. Compare American culture to other cultures based on context in advanced readings.
7. Compare advanced readings to each other by identifying and analyzing their theses or themes.
8. Recognize word families, word parts, and parts of speech.
9. Recognize the meaning of 300 advanced words from the Academic Word List.

Methods of Evaluation:
A. Oral exercises and group discussion
B. Assignments from textbooks and exercises designed by the instructor
C. Multiple choice, true-false, and short-answer quizzes, and essay-form examinations
D. Writing assignments (such as summaries of readings)
E. Multi-paragraph essays based on readings and topics from the text

Course Content Outline:
1. Main ideas and supporting details within advanced reading
   a. Organization of texts
2. Facts and opinions
   a. Definition of fact
   b. Definition of opinion
   c. Relevance to the main idea
3. Inferences using the context of the reading along with personal knowledge and experience
   a. Definition of inference
   b. Use of personal knowledge and experience
   c. Critical thinking
4. Author's purpose, tone, and bias
   a. Definition of purpose
   b. Definition of tone
   c. Definition of bias
   d. Critical thinking
5. Context clues to determine meanings of new words
   a. Sentence patterns with synonyms
   b. Sentence patterns with antonyms
   c. Definition clues in academic texts
      i. That is
      ii. Appositive phrases
      iii. Dash
      iv. For example and for instance
6. Comparison of American culture to other cultures based on context in advanced readings
   a. Cultural perspectives
   b. Cultural norms
   c. Cultural bias
7. Comparison of advanced readings to each other by identifying and analyzing their theses or themes
   a. Similarities
   b. Differences
8. Recognition of word families, word parts, and parts of speech
   a. Subject, verb, adjective, adverbs, articles
   b. Roots, prefixes, suffixes
9. Recognition of the meaning of 300 advanced words from the Academic Word List
Resources


Resources Other